

**REPORT TO: EDUCATION COMMITTEE - 26 MARCH 2012**

**REPORT ON: CURRICULUM FOR EXCELLENCE - SENIOR PHASE**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 131-2012**

## **1.0 PURPOSE OF REPORT**

1.1 The purpose of this report is to provide members with an update on the principles and progress of schools in moving towards the implementation of the Senior Phase (S4-S6) of Curriculum for Excellence from August 2013.

## **2.0 RECOMMENDATIONS**

2.1 The Committee is asked to:

- i. note the contents of the report
- ii. agree that a further update on the Senior Phase of Curriculum for Excellence is presented to the Education Committee in December 2012.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 There are no financial implications.

## **4.0 MAIN TEXT**

### **4.1 Context of Curriculum for Excellence (CfE)**

Curriculum for Excellence (CfE) is the most radical reform of Scottish education for a generation. Its purpose is to create an education system fit for the challenges of the 21<sup>st</sup> century. The *four capacities* of CfE are enshrined in the fourth national outcome set out in *Scotland Performs*: our [young people](#) are successful learners, confident individuals, effective contributors and responsible citizens.

All schools in Dundee are fully committed to ensuring that this radical reform does what it is intended to do – raise standards, continue to improve learning and teaching and significantly improve experiences and educational outcomes for all pupils. CfE is more than a course of study but a radical shift in learning and teaching methodology and curricular planning in *four contexts*: the overall ethos and life of the school, curricular areas and subjects, areas of interdisciplinary learning as well as opportunities for personal achievements both in and beyond the classroom environment. The partnership arrangements with Community Learning and Development (CLD), Dundee College and both city Universities is crucial to achieving the aims and aspirations of CfE.

### **4.2 General Education Entitlements**

Every child and young person within CfE is entitled to expect their education to provide them with:

- a curriculum which is **coherent** from 3 to 18
- a **broad general education**, including well planned experiences and outcomes across all the curriculum areas from early years through to S3

- a **Senior Phase** of education after S3 which provides opportunities to obtain qualifications as well as to continue to develop the four capacities
- opportunities to develop **skills for learning, skills for life** and **skills for work** with a continuous focus on **literacy, numeracy** and **health and wellbeing**
- **personal support** to enable them to gain as much as possible from the opportunities which CfE can provide
- support in moving into **positive and sustained destinations** beyond school

CfE seeks to make a difference for every learner. The overarching strategy has three principle themes: improving pedagogical approaches, curriculum design, and assessment methodology. It also incorporates the aspirations of other national programmes and projects which have their own identity and specific governance arrangements: Getting It Right (GIR), the Early Years Framework (EYF) and More Choices More Chances (MCMC) are examples of such national programmes. It is important that all these complementary strategic processes focus on the educational outcomes for the pupil. The strategic leadership of CfE in the city with all community learning partners has sought to ensure that there is a holistic overview of all these complementary programmes and approaches.

### 4.3 S3

In S3 pupils will continue to cover all curriculum areas and have opportunities for interdisciplinary work to develop skills in literacy, numeracy and health and wellbeing. The focus will continue to be on promoting breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Programmes of study in S3 will allow coverage of level 3 and level 4 outcomes and experiences as set out in CfE documentation and in National 4 and National 5 course descriptors.

In recognition of the need for more subject specialist input into learning as pupils engage with level 4 experiences and outcomes and to ease the transition into the qualifications phase of their education in the Senior Phase, pupils will be able to make subject choices as indicated in Figure 3. In S3 pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning. The extent of the subject choice available will therefore be decided by each school and may be tailored to individual pupil requirements. Pupils will be ready for study at National 5 at varying stages in their school career. Many will become ready in the course of S3 and some by the end of S2. It is for schools to determine how the progression from the curriculum built on Levels 3 and 4 and the National Courses is organised. It is assumed that the majority of pupils will be starting National 4/5 before the end of S3 to allow adequate time for course completion by the prerequisite SQA dates in S4.

### 4.4 Context of the Senior Phase

The Senior Phase refers to the curriculum and planned learning experiences for young people after S3. This is a critical change from the current model which groups S3 and S4 together and S5 and S6 separately. As young people move into S4, they will continue to develop the four capacities to become successful learners, confident individuals, effective contributors and responsible citizens. They must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences including enhancing skills for life and skills for work, an active and healthy lifestyle and an appreciation of Scotland and its place in the world. There will be opportunities to maintain and enhance their literacy and numeracy skills. They will also start building their lifelong portfolio of qualifications.

Pupils will be expected to work towards a set of qualifications at a rate and pace that suits each individual. The relationship, therefore, between the curriculum and National Qualifications becomes of key significance. The curriculum framework and the qualifications system will provide a range of opportunities to meet the needs of all learners at all levels. It is expected that we can further raise attainment as pupils are better prepared and progress through levels of qualifications that suit their interests, abilities and career intentions.

#### 4.5 Senior Phase Entitlements

Every young person is entitled to experience a Senior Phase where he or she can continue to develop the four capacities and also obtain an appropriate set of qualifications. Pupils in the city will have an entitlement to a Senior Phase of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination

#### 4.6 Purpose of the curriculum in the Senior Phase

The purposes of the Senior Phase are to provide all learners with:

- an experience which builds on their learning in S1 to S3 with scope to develop their individual potential
- a broad preparation for adult life, whether their own next stage is further/higher education or employment or volunteering, and for participation in wider society
- opportunities to extend their own abilities and interests
- opportunities to study at as advanced levels as possible, to a high degree of rigour
- opportunities for a range of personal achievements, in or out of school
- recognition of achievement, both attainment of qualifications and wider achievements
- continued emphasis on literacy, numeracy, health and wellbeing and the development of a wide range of skills for life and skills for work

#### 4.7 Principles of curriculum design and key outcomes for young people in the Senior Phase

The key design principles of CfE: **challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance** apply at all stages of learning with different emphases at different stages. In the Senior Phase, application of the principles must lead to delivery of the expected outcomes of CfE. The design principles in the Senior Phase are *across* and *within* the eight curriculum areas from 3-15 (Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social studies, Technologies), but in the Senior Phase (16-18) it is *between* and within subject areas, specialising in subjects for certification. This is an important change and no longer means that pupils will largely study eight subjects. There will also be a particular emphasis on depth and progression in the Senior Phase of the curriculum. With the time recommendations outlined by SQA it will be possible for pupils to study a maximum of 6 subjects by the end of S4 and this is reflected clearly in our S1-6 Curriculum Guidelines that are attached as **Appendix 1**.

#### 4.8 Key Outcomes of the Senior Phase

- Higher levels of attainment for all pupils
- Reducing the gap between the highest and the lowest attainment
- Ensuring that almost all of our pupils are functionally literate and numerate before they leave school
- Almost all of our leavers are in positive and sustained destinations appropriate to their ability and aspirations
- Increasing the proportion of pupils entering into Higher Education and sustaining this for over three years
- Increasing the proportion of pupils entering employment in and sustaining it for over three years.
- Increasing number of accredited achievement awards gained by our pupils.

- Evidence of improved confidence, employability skills, enterprising approaches and ambition by our pupils.

#### **4.9 Achievement and Skills Development**

Pupils will be given greater opportunity to develop skills for learning, life and work. Their sense of self, personal ambition and resilience should be significantly improved. A strong positive ethos should underpin learning in the Senior Phase. Personal achievement should be recognised and celebrated and the advantages of interdisciplinary learning should also be promoted in our schools. Oral contribution skills, planning and organising skills, customer handling skills, team working skills and problem solving skills have all been identified as being in deficit in the current education system. This deficit must be addressed. Our pupils should be more confident individuals and effective contributors with improved interpersonal skills and employability skills. Learning beyond the classroom and even out with school will have a greater emphasis with opportunities for accrediting achievement awards. The opportunities to contribute to society and learn about the social, spiritual and natural environment should be significantly enhanced. Our pupils should be better rounded individuals, indeed, more responsible citizens.

#### **4.10 Issues and Options**

##### **Measuring Success**

##### **4.10.1 Raw Data**

Schools are currently measured by a pass rate mechanism on a range of SQA performance data at the end of S4, S5 and S6.

Many factors have an impact on examination pass rates at school level. However, the single most significant factor is the socio-economic profile of the school.

National proposals are now coming forward to measure attainment and achievement success. Importantly the main outcome measure will be the percentage of pupils who move on to sustained positive destination on leaving school.

##### **4.10.2 Quality of Grade**

It is likely that the quality of grades will have increasing importance in any new measure of success along with the extent to which school leavers are successful in achieving a positive destination. All pupils, parents, teachers, universities, colleges and employers are currently interested in the quality of the grade and not just the pass rate but so far this has not been used as a success measure of school performance.

It is highly likely that as pupils study a smaller range of subjects in more depth with more time to consolidate learning that attainment levels will significantly rise. It is important that the indicators used to measure school success remain relevant to the key skills and outcomes achieved by learners, particularly in such a dynamic context. It will be important to keep these measures under review.

The SQA have published arrangements for the new qualifications in April 2011 with planned implementation in 2013. Planning for the SQA qualifications in the Senior Phase of the curriculum in our secondary schools is a key priority. A timeline for the new SQA exams is found in **Appendix 2**.

Teachers are only recently establishing methodologies around assessment and reporting for CfE; they are now contending with SQA exams and a revised Senior Phase curriculum. Senior Phase development will require careful management over the next few years. Planned time is being given to this in schools, and in Quality Improvement Networks (QINs) for staff to reflect on the new curriculum and the new assessments. The leadership role of the Principal Teachers is vital to make this significant change in assessment a reality. Although effective

teaching methodologies are generic, teachers with specialist subject knowledge are crucial to the success of pupils in the SQA exams. Teachers will be given support to introduce the new Senior Phase, this will be a continuing priority within school improvement plans. SQA have already been involved this school session in in-service for all Principal Teachers and further training is planned for May of this year

- 4.10.3** It is nationally recognised that the assessment of young people's learning may include the recognition of their achievements through, for example, the Duke of Edinburgh's Awards Scheme, college certification, Youth Achievement Awards, ASDAN (Award Scheme Development and Accreditation Network), John Muir Awards and Sports Leader Awards. Currently the way school success is measured takes no account of these valuable achievement awards.

For public reporting purposes for schools, the change in the measure of success will likely be:

- A greater emphasis on the quality of the grades as well as the number of passes
- The break down of the positive destinations of school leavers and the security of the destinations
- Proportion of Literacy and Numeracy passes at National 4/5 and Access 3
- Proportion of accredited achievement awards

In each case the reported statistics will seek to report the data as benchmarked with other learners in Scotland in similar social contexts. There will also be a need to educate parents on these measures of success.

## **4.11 Designing a Framework for the Senior Phase**

### **4.11.1 Guiding Principles**

The guiding principles for structuring the senior phase are set out in our S1-6 Curriculum Guidelines. Some of the key principles are listed below:

- A blend of courses and programmes leading to qualifications which will secure their identified positive destination
- Planned opportunities for interdisciplinary studies
- Planned opportunities for personal achievement
- Planned opportunities for learning related to the ethos and life of the school
- Opportunities to deepen learning, develop research skills and prepare for the next stage of lifelong learning through contextualised, connected and relevant learning experiences
- Planned opportunities to develop skills for life and skills for work
- Literacy and Numeracy skills continue to be developed across the range of subjects studied and through the wider contexts of learning
- Health and Well-Being skills continue to be developed within the Senior Phase learning experience

### **4.11.2 Structuring the Senior Phase**

The senior phase model that we have adopted as a city allows for vertical and lateral progression and for a degree of flexibility as to the number of subjects for study. Pupils can study a maximum of 6 subjects at National 4 and 5 in S4 and up to 5 Highers/AHs in S5/6. It will be possible in S4 through "half column" option management for pupils to study 7 or 8 subjects at Access 3 level. The number of subjects undertaken by a pupil will be a matter for negotiation and will be linked to needs and abilities. There will be the opportunity for course during S3. At that point most pupils will have a clearer focus for their future plans

Given the importance of English and Mathematics for vocational and FE / HE purposes, the Department would expect all pupils to continue to study these subjects up to the highest level of which they are capable. In most cases this would be up to and including National 5. It is

recognised, however, that some pupils may not be able to progress beyond Access 3 or National 4. As English and Maths will be compulsory in S4 within the senior phase, schools will determine when in S3 pupils will move from a curriculum based around the 3-15 outcomes and experiences to the formal Access 3 and National 4/5 courses.

The senior phase model for S5/6 has built in flexibility time to allow schools some divergence in curricular approaches. This flexible time may be used for additional RE in the denominational sector or may be used to create additional time in English and Maths or for the purposes of interdisciplinary learning. This will be a local school decision.

## **5.0 CONCLUSIONS**

- 5.1** This paper aims to set out the principles of change in the Senior Phase of Curriculum for Excellence in Dundee. Our secondary schools are well placed to deliver a curriculum which will have the flexibility to meet the needs of all learners and be able to respond to the needs of the country and the workplace as they change. The curriculum will be developed at local level to address local needs and circumstances but will adhere to the entitlements, purpose, principles and be held accountable to the outcomes of the Senior Phase as defined in this paper.

## **6.0 POLICY IMPLICATIONS**

- 6.1** This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be available on the Council Web Site at <http://www.dundecity.gov.uk/equanddiv/equimpact/>

## **7.0 CONSULTATIONS**

- 7.1** This report was subject to consultation with the Chief Executive, Depute Chief Executive (Support Services) and Director of Finance. The report was developed in conjunction with the secondary Head Teachers of the city and its contents have been discussed as a regular item at the secondary Head Teachers' meetings during the last school session and disseminated to all schools for consultation.

The contents of this report have also been shared with trade union representatives and Education Scotland.

## **8.0 BACKGROUND PAPERS**

- 8.1** Equality Impact Assessment

Michael Wood  
Director of Education

March 2012

MW/PC/DD

**DUNDEE CITY COUNCIL****S1-S6 CURRICULUM GUIDELINES****1 Introduction**

1.1 These guidelines are intended to help secondary schools to develop their S1 to S6 curriculum to reflect changes introduced by Curriculum for Excellence. The advice provided in the *Building the Curriculum* suite of documents underpins them, particularly in relation to curriculum design principles and pupil entitlements. The purpose of this paper is not to restate the guidance provided in these documents but rather to provide specific guidance for schools on key issues. The guidelines provide an indication of the broad design parameters within which the Education Department would expect schools to operate. While we would look to ensure a level of consistency across schools, we would also support a degree of autonomy to allow schools to develop courses and experiences that they feel are appropriate to their own local context. It is recognised that more detailed work on timetabling and on staffing and accommodation calculations will be required at a later date. Similarly, the future development of the Dundee Campus concept will require further consideration.

**2 Primary / Secondary Transition**

2.1 Curriculum planning for S1 should be part of a wider aim to develop cluster approaches across P6-S1. This will require a strengthening of partnership working at cluster level, increased focus on the level 2 / level 3 experiences and outcomes interface and a structure to facilitate joint planning. To this end, each cluster will create a team, along the lines of the recently introduced Cluster Management Teams, which will have a broad strategic remit to oversee the development and implementation of the P6-S1 curriculum. The team will be involved in planning and delivering the curriculum and sharing good practice relating to learning and teaching.

2.2 Each cluster will draw up a curriculum plan for S1 which builds on a pupil's experience in primary. It is important that in S1 pupils experience active learning approaches in the same way as they did in P6 and P7. The S1 curriculum should also offer opportunities for independent learning, group work and interdisciplinary work. The S1 curriculum should comprise a balance of interdisciplinary and discrete studies based on the experiences and outcomes. There needs to be detailed curriculum planning for pupils likely to be operating below level 3 when they enter S1.

2.3 Cross-sectoral units of work may be a feature of primary / secondary transition. This will allow for joint consideration of level 2 and level 3 experiences and outcomes and will lead to effective discussions around inter-disciplinary approaches to best meet the needs of pupils.

2.4 Opportunities for secondary teachers to shadow their primary colleagues in P6 and P7 and the possible exchange of teaching roles across sectors will be built into each cluster curriculum plan.

### 3 Broad General Education

Figure 1 - S 1 Curriculum Map

|    | 1   | 2 | 3 | 4   | 5 | 6 | 7 | 8                                  | 9 | 10 | 11 | 12  | 13  | 14   | 15 | 16 | 17  | 18 | 19 | 20 | 21  | 22 | 23 | 24                           | 25 | 26 | 27  | 28 | 29 | 30 |
|----|---|---|---|---|---|---|---|------------------------------------|---|----|----|---|-----|--|----|----|---|----|----|----|---|----|----|------------------------------|----|----|---|----|----|----|
|    | Languages & Literacy  |   |   |   |   |   |   | Mathematics & Numeracy             |   |    |    | Health & Wellbeing  |     | Integrated Sciences  |    |    | Creative & Expressive Arts  |    |    |    | Integrated Social Studies & RME                                     |    |    |                              |    |    | Technologies  |    |    |    |
| S1 | English   |   |   | Modern Foreign Language   |   |   |   | Mathematics & Finance              |   |    |    | PE  | PSE | Integrated Science course  |    |    | Rota involving Art & Design, Music and Drama  |    |    |    | Integrated Social Subjects course                                   |    |    | RME                          |    |    | Rota involving Home Economics, CDT, ICT and Business Studies                              |    |    |    |
|    | To include a media or additional literary project / investigative study / rich task |   |   | To include an international project / investigative study / rich task |   |   |   | To include a financial skills unit |   |    |    | To include a health project / investigative study / rich task |     | To include an environmental awareness project / investigative study / rich task involving outdoor learning |    |    | 3 x 12 week blocks with equivalent of 2 additional weeks spent on a collaborative project |    |    |    | To include a local issues project / investigative study / rich task |    |    | To include a Philosophy unit |    |    | 3 x 12 week blocks with equivalent of 2 additional weeks spent on a collaborative project |    |    |    |

3.1 In S1 level 3 experiences and outcomes are delivered through discrete subject teaching and interdisciplinary learning. (See section 5 on interdisciplinary learning.)

3.2 Suggested period allocations to each of the curriculum areas are provided in Figure 1. Time allocations also include time for "rich tasks". Schools may make slight alterations to the period allocations in Figure 1 to reflect local circumstances, but we would not expect significant variations.

3.3 It is not essential to require pupils to choose between subjects at the S1 stage. Personalisation and choice will be delivered through *approaches to learning and appropriate contexts for learning* in each of the 8 curriculum areas. By undertaking rich tasks in each area pupils will exercise a degree of choice in their learning and will be able to make connections across learning. Projects will develop literacy, numeracy and health & wellbeing across the curriculum. They will also develop skills in the use of Information Technology. Appropriate should be given over to rich tasks. The cluster learning team will ensure that projects are effectively planned in order to promote interdisciplinary working and enterprise approaches. An indication of the kind of rich tasks that might be undertaken is provided for each curriculum area.



3.4 In each curriculum area the focus will therefore be on independent learning, depth of study, quality feedback on progress and learning and on formative assessment. These in effect are the principles behind Learning Together in Dundee which continues to be relevant and important in terms of developing effective teaching and learning practices.

3.5 To reduce fragmentation of the curriculum in S1 there will be integrated approaches to the delivery of Science and Social Studies. Similarly, rotas, for example, in the Creative & Expressive Arts and Technologies areas, will result in more coherent learning. The rotas featured in Table 2 are for illustrative purposes only – schools will reach their own decisions about where rotas can be delivered.

3.6 For further information on Form Tutor Periods see Section 8.

**Figure 2 - S2 Curriculum Map**

|    | 1   | 2 | 3 | 4   | 5 | 6 | 7 | 8                                  | 9 | 10 | 11 | 12  | 13  | 14   | 15                        | 16 | 17  | 18   | 19 | 20 | 21  | 22                                | 23 | 24                           | 25  | 26           | 27  | 28   | 29 | 30 |
|----|---|---|---|---|---|---|---|------------------------------------|---|----|----|---|-----|--|---------------------------|----|---|--|----|----|---|-----------------------------------|----|------------------------------|-----|--------------|---|--|----|----|
|    | Languages & Literacy  |   |   |   |   |   |   | Mathematics & Numeracy             |   |    |    | Health & Wellbeing  |     | Integrated Sciences  |                           |    | Creative & Expressive Arts  |  |    |    | Integrated Social Studies & RME                                     |                                   |    |                              |     | Technologies |   |  |    |    |
| S2 | English   |   |   | Modern Foreign Language   |   |   |   | Mathematics & Finance              |   |    |    | PE  | PSE |  | Integrated Science course |    |   | Rota involving Art & Design, Music and Drama |    |    |   | Integrated Social Subjects course |    |                              | RME |              |   | Rota involving Home Economics, CDT, ICT and Business Studies |    |    |
|    | To include a media or additional literary project / investigative study / rich task |   |   | To include an international project / investigative study / rich task |   |   |   | To include a financial skills unit |   |    |    | To include a health project / investigative study / rich task |     | To include an environmental awareness project / investigative study / rich task involving outdoor learning |                           |    | 3 x 12 week blocks with equivalent of 2 additional weeks spent on a collaborative project |  |    |    | To include a local issues project / investigative study / rich task |                                   |    | To include a Philosophy unit |     |              | 3 x 12 week blocks with equivalent of 2 additional weeks spent on a collaborative project |  |    |    |

3.6 The time allocations in Figure 2 are intended to ensure that by the end of S2 most pupils will have experienced level 3 outcomes and experiences across all curriculum areas. Teachers will continue to ensure that the learning programme for S2 pupils in their curriculum area is relevant, coherent and challenging.

3.7 Opportunities for personalisation and choice, depth of study and enrichment continue to be offered within teaching programmes via the rich task approach. Rich tasks will again contribute to the learning experiences and skills acquisition of pupils.

3.8 Schools will continue to plan more individualised curriculum pathways for those pupils whose progress is slower or faster than that of the majority. S2 pupils who are ready to engage with the level 4 experiences and outcomes should be given opportunities to do so. Pupils with additional support needs should be offered motivating opportunities for personalisation and choice.

**Figure 3 - S3 Curriculum Map**

|    | 1   | 2 | 3 | 4   | 5 | 6 | 7 | 8   | 9 | 10 | 11 | 12                          | 13 | 14  | 15       | 16  | 17 | 18 | 19                         | 20  | 21 | 22                   | 23  | 24 | 25 | 26                           | 27           | 28 | 29  |  |  |
|----|---|---|---|---|---|---|---|---|---|----|----|-----------------------------|----|-----|----------|---|----|----|----------------------------|---|----|----------------------|---|----|----|------------------------------|--------------|----|---|--|--|
|    | Languages & Literacy  |   |   |   |   |   |   | Mathematics & Numeracy  |   |    |    | Health & Wellbeing          |    |     | Sciences |   |    |    | Creative & Expressive Arts |   |    | Social Studies & RME |   |    |    |                              | Technologies |    |   |  |  |
|    | English   |   |   | Modern Foreign Language   |   |   |   | Mathematics & Finance   |   |    |    | PE                          |    | PSE |          | Science   |    |    |                            | Creative & Expressive   |    |                      | Social Subjects   |    |    | RME                          |              |    | Technologies  |  |  |
| S3 | Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes |   |   | Choice - continue language studies in S1-S2 <b>or</b> new language or Personal Development course |   |   |   | Opportunities for personalisation and choice and depth of study continue to be offered within teaching programmes |   |    |    | To include a health project |    |     |          | Choice - pupils choose <b>two</b> from Biology, Chemistry, Physics (2 ppw for each) <b>or</b> Personal Development Course / school based Skills for Work course |    |    |                            | Choice - pupils continue to study <b>two</b> from Art & Design, Music, PE and Drama <b>or</b> Personal Development Course / school based Skills for Work course |    |                      | Choice - pupils choose <b>two</b> from Geography, History, Modern Studies, RMP Studies (2 ppw for each) <b>or</b> Personal Development Course / school based Skills for Work course |    |    | To include a Philosophy unit |              |    | Choice - pupils choose two from Home Economics, Graphic Communication, Practice Draft Skills, Computing, Administration, Business Studies |  |  |

3.9 In S3 pupils will continue to cover all curriculum areas and have opportunities for interdisciplinary work to develop skills in literacy, numeracy and health and wellbeing. The focus will continue to be on promoting breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Programmes of study in S3 will allow coverage of level 3 and level 4 outcomes and experiences as set out in CfE documentation and in National 4 and National 5 course descriptors.

- 3.10 In recognition of the need for more subject specialist input into learning as pupils engage with level 4 experiences and outcomes and to ease the transition into the qualifications phase of their education in the Senior Phase, pupils will be able to make subject choices as indicated in Figure 3. In S3 pupils will begin to consider whether, and to what extent, they will carry forward their interest in particular subjects into qualifications, and at what levels. This will be informed by the areas of the curriculum they enjoy, their ambitions for future study and employment and by where they are in their learning. The extent of the subject choice available will therefore be decided by each school and may be tailored to individual pupil requirements. Pupils will be ready for study at National 5 at varying stages in their school career. Many will become ready in the course of S3 and some by the end of S2. It is for schools to determine how the progression from the curriculum built on Levels 3 and 4 and the National Courses is organised. It is assumed that the majority of pupils will be starting National 4/5 before the end of S3 to allow adequate time for course completion by the prerequisite SQA dates in S4.
- 3.11 Pupils can choose to study a different foreign language in S3 provided they are secure in their learning with regard to level 3 outcomes in the language studied in S1 and S2. An alternative for a minority of pupils will be a personal development course such as ASDAN or the John Muir Award.
- 3.12 School based Skills for Work courses/Personal Development courses will be available as an alternative to two Science courses or two Social Studies courses or two creative and expressive courses. Normally a pupil will select only one of these in the course of S3. There may be some pupils, however, for whom greater experience of these courses is appropriate. As indicated in 3.10, the aim is to make the curriculum as flexible as possible to meet individual needs. College based Skills for work courses will be available from S4.
- 3.14 Pupils will not normally be presented for SQA examinations in S3.
- 3.15 A single flexibility period is preferred to allow possible enrichment activities including Inter-disciplinary Learning.

#### 4 - The Senior Phase

Figure 4 - Suggested minimum time allocations in senior phase

|      | Options               |                     |                     |                     |                     | PE                  | PSE / RME           | Flexibility        |
|------|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------------|
|      | A                     | B                   | C                   | D                   | E                   |                     |                     |                    |
| S4   | 2x3 ppw<br>(318 mins) | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 2 ppw<br>(106 mins) | 2 ppw<br>(106 mins) | N/A                |
|      | Maths<br>English      | Choice              | Choice              | Choice              | Choice              |                     |                     |                    |
| S5/6 | 5 ppw<br>(265 mins)   | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 5 ppw<br>(265 mins) | 2 ppw<br>(106 mins) | 2 ppw<br>(106 mins) | 1 ppw<br>(53 mins) |

**Notes:**

- Based on a notional week of 30 x 53 minute periods
- In S4 only, Maths and English commence in S3 to allow a total time allocation greater than 160 hours
- In all other circumstances, total annual time allocation for new and revised national qualifications is 162.5 hours (excluding impact of public holidays and in-service events)

4.1 In the Senior Phase all young people can expect the whole range of Curriculum for Excellence entitlements:

- a curriculum which is coherent
- the opportunity to obtain qualifications as well as to continue to develop the attributes and capabilities of the four capacities
- opportunities to continue to develop skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health and wellbeing
- personal support to help them to gain as much as possible from the opportunities that Curriculum for Excellence can provide
- support in moving into positive and sustained destinations beyond school.

4.2 In the Senior Phase young people are able to study a range of subjects at levels appropriate to their needs and abilities. When thinking about courses and qualifications for Further and Higher Education, pupils should plan over the full 3 years of the Senior Phase - if they cannot do a subject one year, they may be able to do it the next.

4.3 The senior phase model that we have adopted as a city allows for vertical and lateral progression and for a degree of flexibility as to the number of subjects. Pupils can study a maximum of 6 subjects at National 4 and 5 in S4 and up to 5 Highers/AHs in S5/6. It will be possible in S4 through "half column" option management for pupils to study 7 or 8 subjects at Access 3 level. The number of subjects undertaken by a pupil will be a matter for negotiation and will be linked to needs and abilities. There will be the opportunity for course during S3. At that point most pupils will have a clearer focus for their future plans

4.5 Given the importance of English and Mathematics for vocational and FE / HE purposes, the Department would expect all pupils to continue to study these subjects up to the highest level of which they are capable. In most cases this would be up to and including National 5. It is recognised, however, that some pupils

may not be able to progress beyond Access 3 or National 4. As English and Maths will be compulsory in S4 within the senior phase, schools will determine when in S3 pupils will move from a curriculum based around the 3-15 outcomes and experiences to the formal Access 3 and National 4/5 courses.

- 4.6 The senior phase model for S5/6 has built in flexibility time to allow schools some divergence in curricular approaches. This flexible time may be used for additional RE in the denominational sector or may be used to create additional time in English and Maths or for the purposes of interdisciplinary learning. This will be a local school decision.
- 4.7 Figure 4 also tries to reflect the need for flexibility in the Senior Phase when it comes to work experience, college links and pre-vocational courses. We will continue to develop partnerships with Dundee College, the two universities in the city, training providers and employers to ensure their support in delivering the Senior Phase curriculum.
- 4.8 The development of the Dundee Campus concept will provide opportunities to widen the choice of subjects available to young people.
- 4.9 The Department supports the introduction of the Scottish Baccalaureate in Science and the Scottish Baccalaureate in Languages which allow learners to combine courses at Higher and Advanced Higher with an interdisciplinary project which develops the independent learning skills needed for progression to higher education and employment. We work in partnership with Abertay University, Dundee University and Dundee College to support the interdisciplinary project.

## **5 - Interdisciplinary Learning**

- 5.1 Interdisciplinary learning allows pupils to make and understand links between discrete subject areas or disciplines. Effective interdisciplinary learning can be defined as a collaborative piece of work, project, investigation or course which is planned and co-ordinated between disciplines and which delivers one cohesive piece of learning or area of study.
- 5.2 Effective interdisciplinary learning:
- can take the form of individual one-off projects or longer courses of study
  - is planned around clear purposes
  - is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
  - ensures progression in skills and in knowledge and understanding
  - provides opportunities for learning which is interest-based.
- 5.3 For interdisciplinary learning to be effective teachers should plan for the delivery of the piece of work within an agreed timeframe. There should be agreement as to which subjects will lead on which aspects of the study. Interdisciplinary teaching teams need to ensure that ideas, skills, knowledge, approaches and subject content are cross-referenced.
- 5.4 While themed weeks can provide opportunities for effective interdisciplinary learning, a themed week in which each subject department studies something from their own discipline linked to a common theme is not interdisciplinary learning, as this model lacks the required collaboration and cohesion.

## **6 Skills Development**

- 6.1 Curriculum plans should take into consideration the need to provide pupils with opportunities for progression in skills development. All pupils will be able to engage in enterprise activities throughout S1 to S3. These opportunities will be provided both within subject / curriculum areas and through choice of discrete activities.
- 6.2 The provision of skills for work courses, particularly those aimed at the development of pre-vocational and employability skills should be a feature of the curriculum from S3 to S6. They can be delivered in school or in partnership with Dundee College or other training providers. Schools will choose from the range of accredited courses available from SQA or may develop, subject to verification by education officers, in-house courses tailored to meet the needs of their own pupils. Courses selected should match the ability levels of the pupils wishing to undertake them - this includes pupils operating at National 5 and Higher levels. These might include National Qualification Group Awards such as the National Certificate in Applied Science at SCQF level 5 or 6 or the National Certificate in Pharmaceutical Science at SCQF level 6. They might also include National Qualification units, such as the wide variety available in languages. In their planning for the senior phase of the curriculum, schools may look to provide opportunities for pupils to undertake some of the new awards made available by SQA, for example, National Progression Awards in Enterprise and Employability.
- 6.3 Skills for Work courses focus on generic employability skills needed for success in the workplace. They offer opportunities for learners to acquire these critical generic employability skills through a variety of practical experiences that are linked to a particular vocational area such as construction, hairdressing, hospitality, sports leadership, etc. They help provide young people with good opportunities to develop their self-confidence. They also aim to provide a very positive learning experience.

## **7 16+ Learning Choices**

- 7.1 The 16+ Learning Choices initiative is an important part of the Senior Phase curriculum, as one of the key aims of Curriculum for Excellence is to ensure that young people are adequately supported in moving into positive and sustained destinations.
- 7.2 In each Dundee secondary school there is a member of the senior management team who acts as 16+ Learning Choices co-ordinator for the school. The co-ordinator leads an in-school team dedicated to ensuring that leaver destinations are tracked and working with the 16+ Project Manager and Skills Development Scotland to provide appropriate support and interventions for individual pupils. 16+ Learning Choices is a universal model which aims to support all young people, whether they choose to stay at school, go to college, enter work-based learning or engage in learning in a non-formal setting. However, it has a particular focus on those young people who leave school early and who require enhanced support at the post-16 transition stage.
- 7.3 16+ Learning Choices will ensure that learning, support and tracking work together seamlessly so that every young person is offered a suitable place in learning well before they reach their school leaving age.
- 7.4 It is recognised that wide ranging action is needed across schools and Children's Services to improve the educational experience of all children, especially those most at risk of disaffection and underachievement. The Senior Phase curriculum should provide opportunities for vulnerable young people to support them in their learning and to support them into positive and sustained destinations.
- 7.5 The Additional Support for Learning Act requires us to take specific action to help young people with additional support needs to make the transition from school to post-school life successfully.

## **8 Personal Support**

- 8.1 Access to personal support and challenge is an entitlement for all learners and the responsibility of all staff. Principal Teachers of Guidance and Form Tutors fulfil particular roles in monitoring pupils' progress and in ensuring they receive the support and challenge appropriate to their needs and circumstances.
- 8.2 Young people should have regular contact with their Form Tutor. Extending this contact time could bring a range of benefits for learners which include:
- enhanced monitoring and tracking of progress
  - delivering aspects of PSE
  - complementing learning in and across subjects by providing supported study – including through peer support
  - structured opportunities for collating and organising evidence to profile achievement
  - planning and carrying out citizenship activities across the school and its wider community
  - creating further 'space' in the curriculum for learning across the four contexts
- 8.3 Schools should consider these and the balance of other potential benefits or drawbacks in extending Form Tutor contact time when reviewing current and planning future arrangements. The curriculum model described in these guidelines does not allow for form time within the 30 periods. Schools will make

local decisions about the best way of providing this important time. A number of models currently exist including a rotational weekly period, class extraction or extension of registration time.

8.4 Changes to current Form Tutor contact arrangements should be accompanied by appropriate and well planned CPD to develop the necessary skills and confidence.

8.5 A comprehensive Form Tutor training pack is being developed to ensure all teachers have a sound understanding of their current role which includes:

*Taking pastoral responsibility for a group of pupils and providing general support and advice, for example, by:*

- monitoring attendance, late-coming, dress-code and behaviour in line with school procedures
- issuing correspondence
- providing information and advice
- completing documents, for example career interview request forms, leaving forms

*Liaising and co-operating with the Principal Teacher Guidance, for example, by:*

- gathering and passing on useful pupil information, for example, about medical conditions, pupil achievements
- referring concerns, for example, about serious misbehaviour, relationship difficulties with other pupils, and child protection issues

*Contributing to arrangements to support pupils during key transition stages, for example, by:*

- assisting with aspects of primary/secondary transition
- assisting with the completion of course choice forms
- inducting new pupils who join the form class/school

*Supporting and monitoring the progress of pupils in their Form Tutor groups, for example, by:*

- offering regular encouragement
- reviewing and checking planners
- tracking progress through the use of SEEMIS
- assisting pupils in reviewing progress and in determining targets/next steps
- contributing to the preparation of pupil progress reports
- meeting with parents, as appropriate



Appendix 2 SQA Timeline



SQA CfE Proposed Qualifications Development and Implementation Schedule

